

<p>Curriculum/Activities/ Assessments</p>

Preschool and Kindergarten

KCLPPP Lead Poisoning Curriculum Project
 Preschool and Kindergarten – Curriculum Monitoring Sheets
 Fall 2002

Code	The learner will:	Activities Used/Dates Taught Teacher Notes	Assessments Teacher Notes
E-1	List or name the primary sources of lead in a child's environment (paint, dust, and soil).		
E-4	Explain the importance of keeping non-food items out of the mouth (e.g.: paint chips, dirt, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow).		
E-5	Identify safe places to play: away from sources of lead (grass covered, cement or asphalt, beyond the drip line of the house).		
HY-1	Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after playing or working outside.		
HY-3	Understand the role of wiping feet to remove dust.		
L-1	Know at which age children are most at risk for lead poisoning (6 months – 6 years) and why.		
L-4	Know that lead is a poison that can make someone very sick, even though a person may show no symptoms.		
N-1	Identify foods that make up a balanced, healthy diet.		
N-5	Explain the need for nutritious snacks between meals, especially for children between 6 months and 6 years of age.		

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N-7	Using the food pyramid, select healthy foods for daily intake that contain iron, are high in calcium, and are low in fat.		
P-1	Name 5 ways to keep lead out of the body (wash your hands, play only on grass covered or cement/asphalt covered play areas, don't put non-food items in your mouth, eat a healthy diet, clean your house).		



Snack Time



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- N-1 Identify foods that make up a balanced, healthy diet.
- N-5 Explain the need for nutritious snacks between meals, especially for children between 6 months and 6 years of age.
- N-7 Using the food pyramid, select healthy foods for daily intake that contain iron, are high in calcium, and are low in fat.

Activity Description

Materials – Flannel board or flip chart pictures of food high in calcium

Procedure:

1. Review with students why lead is harmful to the body.
2. Introduce today's concept: One way to keep lead out is to put calcium in.
3. Define calcium: Calcium is in many different foods but can't be seen or tasted. Calcium makes our teeth and bones strong and helps us to grow.
4. Distribute food pictures. Students identify the food pictured on each.
5. Prepare a snack that includes food high in calcium.

Discussion Questions:

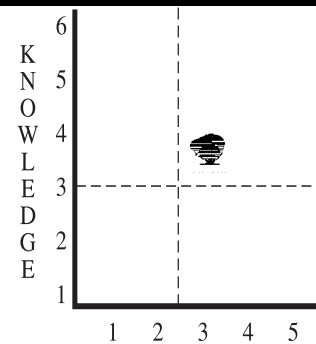
1. Which of the foods are vegetables? What color are they?
2. Which foods are made with milk?
3. Which of the foods make good snacks.?
4. Which ones have you tried?
5. Summary question: What did we learn from the story today? Evaluation: Students able to verbalize importance of high-calcium foods and identify them.

Follow-up:

1. At lunchtime, identify foods that contain calcium.
2. Send home to parents recipes they can make with their children.
3. Prepare a bulletin board of high-calcium food pictures.
4. Create a mobile using pictures of foods containing calcium.
5. Create a collage of high-calcium food pictures.

Knowledge/Skills

- Eating foods rich in calcium helps reduce lead absorption
- Food selection for a balanced diet



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Author(s) of this activity :

Shanon Brewster – Quapaw, OK

Misha Knight – Columbus, KS



Sesame Street Video “Lead Away”



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- E-1 List or name the primary sources of lead in a child’s environment
- E-4 Explain the importance of keeping non-food items out of the mouth (e.g.: paint chips, dirt, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow.
- E-5 Identify safe places to play: away from sources of lead (grass covered, cement or asphalt, beyond the drip Line of the house.).
- L-4 Know that lead is a poison that can make someone very sick, even though a person may show no symptoms.
- HY-1 Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after playing or working outside.
- HY-3 Understand the role of wiping feet to remove dust.

Activity Description

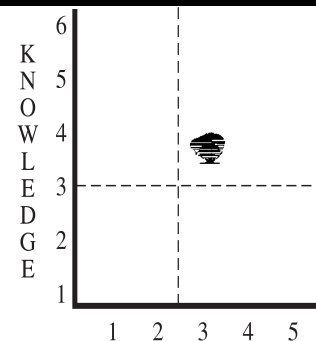
Activity – Before video teacher brainstorms questions with students about lead poisoning. Children may sing along, move and dance. After the video answer questions and discuss the questions.

Materials needed – video, chants on sentence strips, parent note.

Notes to teacher – View video prior to class viewing the video. Teach chant prior to viewing
Can be ordered on Internet <http://www.nsc.org/ehc/nlic/ctworder.htm> .

Knowledge/Skills

- Sing songs from memory
- Retain things from video – visual comprehension



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Make Big Book



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

P-1 Name 5 ways to keep lead out of the body (wash your hands, play only on grass covered or cement/asphalt covered play areas, don't put non-food items in your mouth, eat a healthy diet, clean your house).

Activity Description

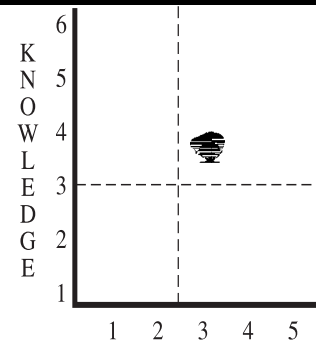
Activity – The class generates a big book in a large group activity. Students do the illustrations.

Materials needed – crayon/markers
construction paper
binder

Notes to teacher: Let the students come up with the title and what they want the book to be about. This is done to determine what students learned as a culminating activity.

Knowledge/Skills

- Creativity
- Lead safety
- Lead prevention



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Handwashing Song



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- E-4 Explain the importance of keeping non-food items out of the mouth (e.g. paint chips, dirt, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow).
- HY-1 Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after playing or working outside.
- P-1 Name 5 ways to keep lead out of the body (wash your hands, play only on grass covered or cement/asphalt covered play areas, don't put non-food items in your mouth, eat a healthy diet, clean your house).

Activity Description

Activity – Introduce handwashing song. Have students sing the song while they wash their hands with soap under running water.

Handwashing

Since children's hands can carry germs and lead dust to their mouths, children in child care should wash their hands:

- before eating and handling food
- after toileting, diapering or handling other body fluids
- after playing outside
- before going to bed (especially for the thumb-suckers!)

Direct children to the handwashing area by singing this song to the tune of "Row, Row, Row Your Boat."

*Wash, wash, wash your hands
Play our handy game.
Rub and Scrub, and scrub and rub.
Germs go down the drain, HEY!*

*Wash, wash, wash your hands
Play our handy game.
Rub and scrub, and scrub and rub.
Dirt goes down the drain, HEY!*

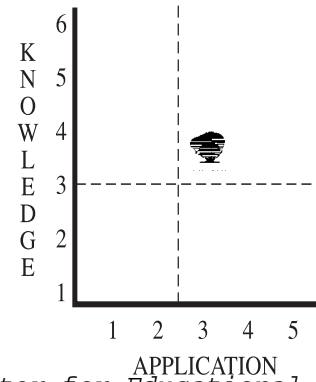
If children wash their hands with soap under running water during the time it takes to sing this song, they will have thoroughly cleaned them.

Materials – Sink, soap, paper towels, water

Teacher Notes – Do first day of school. Students should wash their hands before eating, after going to the bathroom, and after playing outside.

Knowledge/Skills

- Handwashing skills
- Hygiene



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Lead Stompers



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- E-1 List or name the primary sources of lead in a child's environment
- E-4 Explain the importance of keeping non-food items out of the mouth (e.g.: paint chips, dirt, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow).
- E-5 Identify safe places to play: away from sources of lead (grass covered, cement or asphalt, beyond the drip line of the house.).
- HY-3 Understand the role of wiping feet to remove dust.

Activity Description

Activity – Students learn the “Lead stompers help stomp out lead poisoning” chant. You may wish to add your own verses.

Materials – Chant

Lead Stompers Help Stomp Out Lead Poisoning

Be a lead stomper
It's in old paint, it's in dust
Wear a mask if you must dust, you must

Be a lead stomper
If there's old paint, leads hiding there
Don't chew on that painted chair

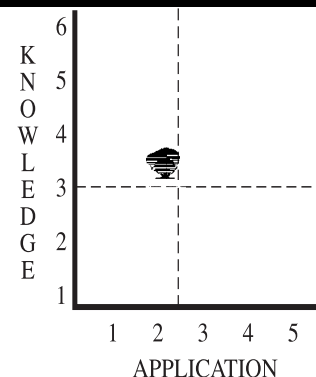
Be a lead stomper
Play on the grass, lead lurks in the dirt
Don't eat dirt, you could be hurt

Be a lead stomper
Stomp it down
Turn it down

Teacher Notes – You may want to do in a rhyme that is catchy and do some hand movements with it. Teach the students the chant. Talk about what the chant said.

Knowledge/Skills

- Recite from memory
- Lead poisoning prevention facts



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Lead Safety



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- E-1 List or name the primary sources of lead in a child's environment
- E-5 Identify safe places to play: away from sources of lead (grass covered, cement or asphalt, beyond the drip line of the house.).

Activity Description

Activity – Finger play, Students employ while reacting the poem, “Lead Safety”

Materials – Finger play and Fingers

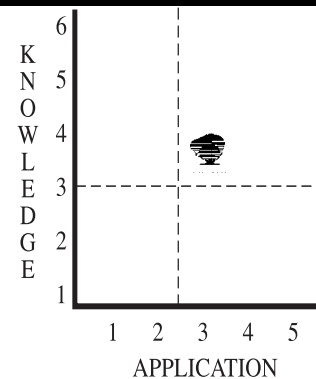
Finger Play or Poem

*Lead, Lead let it be said
Lead is hiding everywhere
It's not green, it can't be seen
Lead is harmful
Lead is near
Lead is hiding here and there
Let it be told, it must be controlled
Lead, Lead is so very old
Super heroes of today
Help us fight lead poisoning away*

Teacher Notes – Keep repeating until they recite by themselves with teacher doing actions.

Knowledge/Skills

- Memory
- Hand/eye coordination
- Listening
- Lead safety



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Dramatic Play Box



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- E-1 List or name the primary sources of lead in a child's environment
- E-5 Identify safe places to play: away from sources of lead (grass covered, cement or asphalt, beyond the drip line of the house.).

Activity Description

Activity – Create a house with windows and doors out of a large box to show how chipping and peeling paint may not be lead-safe.

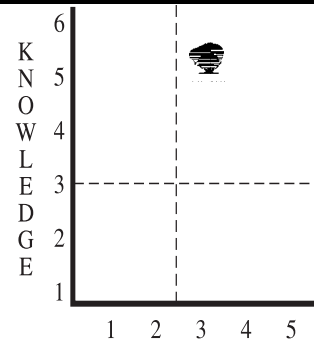
Materials – Large cardboard box (refrigerator box)

Paint, box knife (teacher to use), paint brushes, construction paper, glue

Teacher Notes – Teacher will cut cardboard box, children will paint cardboard house. Next tear colored paper into small pieces and glue or attach to house to create the effect of chipping paint

Knowledge/Skills

- Fine motor and gross motor skills
- Hand/eye coordination
- House keeping
- Role playing



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Author(s) of this activity : Teacher, School-City State

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Handwashing Procedures



Pre-K 1-2 3-5 6-8 9-12

Curriculum Indicator(s)

- E-4 Explain the importance of keeping non-food items out of the mouth (e.g.: paint chips, dirt, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow).
- HY-1 Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after playing or working outside.
- HY-3 Understand the role of wiping feet to remove dust.

Activity Description

Activity – Handwashing demonstration.

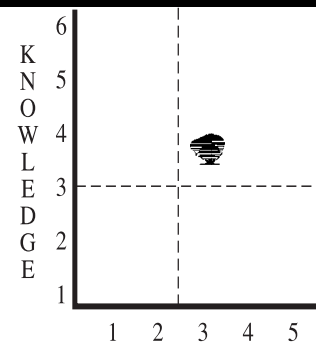
1. Turn on faucet, adjusting water to warm. Why? Warm water is better for the skin, less irritating, and warm water causes the soap to lather better.
2. Wet hands with the finger tips pointed downward. Why? Germs will run off the hands into the sink.
3. Apply small amount of soap create lather by vigorously rubbing the hands together in a circular motion and then interlace fingers and rub. Why? To remove germs that you have picked up from playing outside, after using the restroom, and you always want to wash your hands before you eat.
4. Rinse hands with finger tips pointed down. Why? Germs will flow in the direction of the running water.
5. Dry hands with a paper towel from the fingertips to the wrist. Why? Some germs may flow from the wrist to the fingertips so hold hands upward when drying.
6. Turn off water with the paper towel. Why? A paper towel is used so you don't contaminate your hands on the dirty faucet.

Materials – Water, soap, paper towel
Chart with pictures to show steps

Teacher Notes – Make chart before lesson and review with students. Demonstrate and then have each child wash own hands (Scrubby Bear Presentation with Red Cross follows this procedure, also).

Knowledge/Skills

- Handwashing skills
- Hygiene
- Following directions and procedure



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Author(s) of this activity :

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Good and Bad



Pre-K 1-2 3-5 6-8 9-12

Indicator(s)

- E-1 List or name the primary sources of lead in a child's environment (paint, dust, and soil).
- L-4 Know that lead is a poison that can make someone very sick, even though a person may show no symptoms.
- N-1 Identify foods that make up a balanced, healthy diet.
- N-7 Using the food pyramid, select healthy foods for daily intake that contain iron, are high in calcium, and are low in fat.
- E-4 Explain the importance of keeping non-food items out of the mouth (e.g.: paint chips, dirt, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow).
- E-5 Identify safe places to play: away from sources of lead (grass covered, cement or asphalt, beyond the drip line of the house.).
- HY-1 Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after or working outside.
- HY-3 Understand the role of wiping feet to remove dust.

Activity Description

Activity - The kids will separate pictures into a good pile and bad pile, based on facts about preventing lead poisoning. Find or make pictures of good and bad things.

Good List

Wash Hands, Wipe Feet, Apples, Grapes, Brush Teeth, Bananas, Carrots, Corn, Soap, Toothpaste, Blood Test, Cereal, Liver, Spinach, Cheese, Milk

Bad List

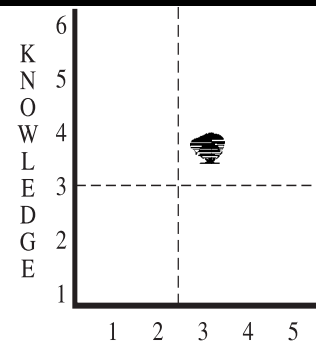
Paint, Lead, Dust, Toys, Pipes, Candles, Soil, Chat, Water, Exhaust, Mines, Ceramic Beads, Metal Necklaces, Paint Chips, Snow, Gravel

Materials Needed - Good and bad pictures

Teacher notes - After you have gone over good and bad things then have each child separate pictures. This tells you how much they retained or understood.

Knowledge/Skills

- Classify
- Reasoning



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